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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | |
| Subject: | **Teacher:** | | **Grade Level:K** | **Date(s): Week 4 September 19-23, 2016** | |
| **Curriculum Area:** | Math | | **I Can Statements & Learning Targets (I can……..):** | I can name a group of objects by using a number.  I can understand that adding an object to a group will make the total number one bigger. | |
| **Content: NC ScoS** | **CC.1** Count to 100 by tens and ones;  **CC.4** Understand the relationship between numbers and their quantities  a. Say the number names in standard numbers  b. Last number named said tells the number of objects counted  **c.** **Each successive number names a quantity that is one larger** | | **Technology Standards & Resources:** |  | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | How can you show and count objects? How can you represent a number that is one more than another number? How can you count and write 10 with words and numbers? How can you count and show 10 with objects? | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) |  | |
| **Vocabulary:**  Academic/Content | Count, order, one more, sequence, bigger | | **Teacher Resources:** | This site has an entire module of lessons on counting and cardinality <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | |
| **Monday**  **Subject Integration:** | **Whole Group**  Read story aloud Ten Apples Up On Top. Bring students’ attention to each time the apples on top are one more. Have students act out the story. Print apple cards that have 1 to 10 apple pictures. Have students hold the cards on top of their heads. You can also use the link to print cards  <http://www.makinglearningfun.com/themepages/Apples/ApplesOnTopClothespinCards.htm>  Have students practice using red counters to count and show one more than 1 and repeat for numbers up to 9. | | **Small Group** | | **Independent Work**  This could be put at a learning station with red playdough and have the students put the number of apples on the tree mats to show that a number is more than another number.  <http://prekinders.wpengine.netdna-cdn.com/wp-content/uploads/2008/02/apple-math-mats2.pdf> |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Click on link for lesson. See Lesson 29 pages 255-266  <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | | **Small Group** | | **Independent Work** |
| **Wednesday**  **Subject Integration:** | **Whole Group**  Click on link for lesson. See Lesson 30 pages 267-276  <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | | **Small Group** | | **Independent Work** |
| **Thursday**  **Subject Integration:** | **Whole Group**  Click on link for lesson. See Lesson 31 pages 277-284  <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | | **Small Group** | | **Independent Work** |
| **Friday**  **Subject Integration:** | **Whole Group**  Click on link for lesson. See Lesson 32 pages 285 – 293  <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | | **Small Group** | | **Independent Work** |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** |